

Pupil Premium Strategy Horsington Church School 2017-2018

1. Summary information					
School	Horsington Church School				
Academic Year	2017/18	Total PP budget	£9,540	Date of most recent PP Review (external or Internal)	21/10/17
Total number of pupils	104	Number of pupils eligible for PP	13	Date for next internal review of this strategy	31/1/18

2. Current attainment (2016-2017)

Most Pupil Premium Children make at least expected progress
Some make greater than expected progress.
Attendance is excellent at 97% or above.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	A number of the children are subject to social emotional factors that could have an impact on their academic outcomes
B.	Significant SEN issues impact on the attainment of some PP pupils
C.	Specific language issues- spelling and reading
D.	Poor learning skills. eg organisation, commitment, resilience
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Support from external agencies for specialised SEN

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Less frustration through improved communication skills	Improved progress in all aspects of the curriculum. Children more able and more confident to articulate their specific issues.
B.	The ability to build more robust relationships with their peers	More engaged at playtimes and in activities where an element of co-operation is required
C.	Increased spelling and reading capability and confidence	Increased progress and improvement seen within work in both these areas.
D.	Increased resilience and 'readiness' for learning	Children are prepared to take more risks in their learning in order to be successful.

5. Planned expenditure					
Quality First Teaching and Curriculum					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
High quality TA support to provide small group and 1:1 support.	Time to pre-teach to enable participation in the lesson, or re-teach where progress has not been made enables pupils not to slip further behind or to make good progress within a lesson. <i>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. EEF +1</i> We have highly skilled TA's.	£600.	The school monitoring cycle and Pupil Progress meetings will evaluate provision	SLT	Termly
Learnpads purchased. 1 set between 2 classes	IT can be effectively used to motivate and enhance learning. They will also be used to enhance independence as well as academic skills. <i>Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). EEF +4</i>	£2000	Monitor use of Learnpads and the type of programmes used. Discuss usage with the pupils and assess impact on learning.	SLT	Termly
Total budgeted cost					£2570
Targeted Support					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?

Social and Emotional Support Group.	Continuing part of research project of SENCO looking at developing communication skills. Will lead to improved communication skills. <i>Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders produce the greatest effects.</i> <i>Programmes of two to six months seem to produce more long-lasting results.</i> <i>EEF Behaviour Intervention.+3</i> <i>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. EEF +</i> <i>The impact of collaborative approaches on learning is consistently positive...</i>	£3017	Entry and exit interviews with parents, children and class teachers. The school monitoring cycle and Pupil Progress meetings will evaluate provision. Weekly provision in non-class based environment. 1:4	SENCO	Termly
Total budgeted cost					£3017
Other Areas (eg Well Being, Enrichment/Engagement)					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
For pupils to access a range of sporting/cultural/social experiences, visits and activities.	School trips are an integral part of the school curriculum and are an invaluable part of learning. Pupils benefit from working with others and being introduced to a wide variety of experiences.	£700+ (transport costs not confirmed)	Careful planning of trips to enhance specific areas of the curriculum. Ensure opportunities are built-in to achieve improved communication and social skills.	All teachers-SLT	July 2018
School activities- swimming	Involvement in all aspects of the curriculum. Being able to swim is a life skill, healthy and enjoyable.	£456	All children able to participate in 'off-site' activities.	All teachers	Termly
After school clubs	Opportunities for developing social and sporting skills. Developing good lifestyle habits- participating in sport. <i>Participating in sports and physical activity is likely to have wider health and</i>	£1404	Equal opportunity to choose to participate in clubs. (Monitor participation of PP children in clubs)	SLT	Termly

	<i>social benefits. EEF +2</i>				
Peripatetic music tuition	Identified as particularly beneficial for particular SEN need.	£300	Good participation in lessons	SLT Music teacher	Termly
Total budgeted cost					£2860

6. Review of expenditure 2016-17		
Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Pre-teaching enabled all pupils to make greater progress within lessons. Small groups re-teaching- involving non-PP pupils enable the gap to be reduced.	Allow more TA time for small group re-teaching.	£600
Targeted Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Social and Emotional Support Group. This group was felt to have a positive impact on all individuals involved (interview with group members, parents and staff). One child in particular has made an extremely smooth transition into a new class. One very positive outcome was the level of communication with parents and enhancing the relationship between school and home.	The group was well-planned and allowed plenty of more informal time for the group (4 boys) to develop the sense of being part of a group, have a sense of purpose and commitment and gave time for social engagement. In future will be delivered by TA with guidance and planned by SENCO.	£3017.
Other Areas <i>(eg Well Being, Enrichment/Engagement)</i>		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
School trips are planned to support the curriculum and provide new experiences and challenges for the children. Being part of these shared experiences is vital and by supporting children financially to be part of these we are enabling them to access a richer and more diverse curriculum.	Often the residential trip is the children's first experience of staying away from home and encourages a whole new skill set. Children discover a part of themselves they never knew they had through exploring new environments and taking responsibility for themselves in a new way. It is also sometimes a break from a stressful situation and a chance to 'let go'.	£700
After school clubs are very much part of school life and participation in these is about giving all children the chance to be part of this. The use of sports coaches for some of these clubs means there is another adult that a child is forming a purposeful relationship with	As some clubs are run by staff and there is no cost it means that all children have access to a range of clubs. The use of sports coaches means we can offer a wide range of clubs including archery and fencing.	£1404
7. Additional detail		

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk